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ABSTRACT

This document contains 88 authentic task development records that were selected from those developed by teams of secondary and postsecondary teachers at a conference to familiarize educators with Wisconsin's new performance-based assessment system. Presented first is an annotated list of the 17 Wisconsin Learner Outcomes that served as the foundation for Wisconsin's performance-based assessment system and for the task records presented. The remainder of the document is devoted to the task records, of which 34 were developed by discipline-specific teams and 54 were developed by interdisciplinary teams. Each record has the following components: learner outcome addressed, primary enablers, task, evaluation, desirable task characteristics, estimated time required, and name of preparer. Among the objectives of the tasks described in the task records are the following: revise products/performances/systems/ideas in response to relevant information; make informed decisions by examining alternatives and anticipating consequences of actions; achieve desired results by interpreting and executing instructions/plans/models/diagrams; recognize/devise systems and describe their interdependence; create high quality products/processes/performances to meet needs; respond to the aesthetic, intellectual, and emotional aspects of an event/performance/product; transfer learning to another context; recognize/define/solve problems; recognize/communicate strategies for accomplishing objectives; work in groups to accomplish a goal; develop/test a hypothesis; and identify/pursue compelling personal interests/goals; and recognize the influence of diverse cultural perspectives on human thought/behavior. (MN)

ED 395 201

CONFERENCE PROCEEDINGS

AUTHENTIC TASK DEVELOPMENT RECORDS

Selected from
Those Submitted
By Participants
At the

INTEGRATED AND APPLIED CURRICULA CONFERENCES

February 2-3 and 15-16, 1994

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FOREWORD

During the month of February, 1994, teams of teachers from across the state participated in Integrated and Applied Curriculum Workshops. The focus of the workshops was twofold: (1) to increase awareness of the Wisconsin Learner Goals, Outcomes, and Assessment and (2) to have teams of teachers, made up of secondary, postsecondary and university personnel, develop authentic tasks that will enable students to perform well on Wisconsin's new performance based assessments. Over 500 teachers, administrators, guidance personnel, and curriculum specialists attended the 2 workshops that were held. Team members spent many hours developing integrated and applied tasks that are tied to the 17 Learner Outcomes and could be used in their classrooms.

Participants of the workshops worked very hard and developed a number of tasks that would fill up several volumes of this booklet. They are to be congratulated for their diligence in working with some very demanding information and producing such a great number of quality authentic tasks.

A review team struggled to identify a representative sample of authentic tasks to reproduce and provide for workshop participants. This booklet is the result of that effort. The tasks found on the succeeding pages are a useful resource for developing integration ideas, other tasks, or as a starting point for implementation of integrated and applied activities.

The first part of the booklet contains tasks that were developed by discipline specific teams. For example, Language Arts teams, Vocational Education teams, or Mathematics Teams developed authentic tasks that are tied to the 17 Learner Outcomes. The second part of the booklet includes authentic tasks that were developed by interdisciplinary teams. Teams were randomly put together with no intent of joining specific disciplines. Some of the tasks were developed by teams coming from one school, other tasks were developed by teams representing various schools. In all cases, the tasks contained in the second part of this booklet are the result of diverse disciplines designing instructional tasks that combine various knowledge and skills into an integrated and applied activity that will better prepare Wisconsin's students for their future.

Wisconsin Learner Outcomes

The following annotated list of Wisconsin Learner Outcomes is the result of a cooperative effort by several hundred Wisconsin educators, parents, and business persons. They developed the Outcomes over a period of almost two years using the Wisconsin Educational Targets Model as the basis for the developmental efforts.

1. **Identify, develop, evaluate, and apply criteria to ideas, products, or performances of one's self or others.**

   This outcome speaks to the practice of being constructively critical of the work of other persons as well as that produced by one's self. A person should realize when such criticism is "objective," based upon analytical factors, and when it is "subjective," based upon emotional or personal factors. Students should apply criteria developed by themselves as well as those developed by others.

2. **Revise a product, performance, system, or idea in response to relevant information.**

   Relevant information might include additional data, changes in a situation, or feedback from experts, peers, or family members. Although the revision may simply result in a change that makes the item in question different than it was before the change, the basic intent is that the change results in an improvement. The expectation is that students will sort through all information presented and choose to use only that which will result in improvement.

3. **Make informed decisions by examining alternatives and anticipating consequences of actions.**

   Familiar sayings such as "look before you leap" and "think before you act" capture the essence of this outcome. A student should gather evidence and information relevant to some contemplated action, weigh the pros and cons of the potential results of that action, and then choose the proper course of action.

4. **Achieve desired results by interpreting and executing instructions, plans, models, and diagrams.**

   Essentially this means that a person can follow directions in any form: written, spoken, pictorial, or represented as mathematical symbols. Following directions appropriately includes sorting things out when they are not clear as well as evaluating the successful attainment of the desired result. In most cases, the actual result is consistent with the wishes of the direction-giver as well as the direction-follower.

5. **Recognize and devise systems and describe their interdependence.**

   A system is a set of elements so related as to form a unit or organic whole. A closed system is orderly and predictable. Open systems are self-organizing and essentially unpredictable because they are sensitive to many kinds of feedback. Examples of the former include a musical composition, a game complete with its rules, a procedure designed to solve a whole collection of similar mathematics problems, and mechanical devices. Social systems, whirlpools, weather, and human beings are examples of open systems.

6. **Create a quality product, process, or performance that will meet a need.**

   Although similar to the previous outcome, this outcome is distinguished from it by being a tangible or visible thing or event. It can also include things with an aesthetic, intellectual, or emotional content such as paintings, musical renditions, an athletic performance, poems or essays or a novel, making personal and public policy, or an elegant approach to solving a mathematics problem.

7. **Respond to the aesthetic, intellectual, and emotional aspects of an event, performance, or product.**

   This response might take the form of some new product or performance. The creative arts such as acting, performing musical compositions, and orally interpreting literature would be examples of a response.

8. **Transfer learning from one context to another.**

   The student should identify common characteristics of two or more situations, objects, events, or persons. Often these common characteristics lie below surface features, so one needs to be analytical. Another manifestation of this outcome is finding a practical application for a theory. This outcome also involves imagining new uses for existing products and new applications of ideas.

9. **Recognize, define, and solve a problem.**

   This outcome includes differentiating between routine situations and those that are truly problematical in that the solution path is not immediately obvious. Often, the situation is ill-defined; the student needs to formulate the problem and eliminate irrelevant information. An effective problem solver has a wide repertoire of strategies and can often identify multiple solutions and/or processes.

10. **Recognize and communicate one's strategies for accomplishing objectives.**

    Students should think and reflect upon their own thinking processes and thus improve them. Those approaches should be shared with others.

11. **Work effectively in groups to accomplish a goal.**

    The changing workplace often demands that workers collaborate with fellow workers. However, this does not imply that working independently is not valued

12. **Defend a position by integrating information from multiple sources.**

The position or point of view being defended could be one's own or that of another person or group. The position can take the form of some controversial issue of a social, political, environmental, economic, or hypothetical nature. A key word here is "integrating." Students must gather solid information from a variety of external sources and then blend that information with their own personal knowledge base and frame of reference to create an informed argument in favor of a position, point of view, or issue.

13. **Develop and test a hypothesis.**

A hypothesis is a conjecture about a rule or relationship among a collection of events, objects, ideas, or persons. Students should devise a plan to identify and collect data, then interpret and use that data to determine whether or not the conjecture is true.

14. **Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate, and focus that information.**

It is rare for people to be in a situation in which they know all there is to know about that situation. They have to efficiently avail themselves of needed information, that is to consult a recognized authority, to extract data from library sources, or to access electronic data bases. However, in this information age, information overload frequently occurs. Thus, this outcome requires students to sort through all information, eliminate that which is irrelevant to the situation at hand, and then organize what is left into a usable form.

15. **Conceive of places, times, and conditions different from one's own.**

While imagination and creativity are inherent in this outcome, it encompasses real as well as fictional places, times, and conditions. One should conceive of life as it actually existed in the distant past as well as envisioning how it might be in the distant future. For example, "What was life in Wisconsin like in 1848?" or "What might it be like in 2048?" Students should think of themselves in environments foreign to their actual existence but very real to others' experience.

16. Identify compelling personal interests and goals and pursue them.

Students should work persistently over an extended period of time on ideas, activities, projects, and goals that reflect their own personal abilities, talents, and interests and not just those imposed by others.

17. Recognize the influence of diverse cultural perspectives on human thought and behavior.

The term "culture" is taken in the broadest sense to encompass groups that share a common history or have a linguistic, racial, geographic, or social bond affecting the way they act and their view of the world. Examples include the civilizations of ancient Greece; the Incan Empire; and Hispanic, African, or Asian cultures.

INTEGRATED AND APPLIED CURRICULA

AUTHENTIC TASKS

DEVELOPED BY

DISCIPLINE SPECIFIC TEAMS

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Science

   Problem identification, develop, construct a test.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are an entrant in the 3rd annual international paper airplane fly-off. Your task is to revise one of the provided airplane types provided to achieve the maximum horizontal distance. Upon conclusion, introduce the principles of aerodynamics.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   How far did it go? Why did this airplane fly the best?

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	____ e. tools and tech.	____ h. time
✓ c. collaboration	____ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

   One class period.

7. **Prepared by:**

   Science

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Tech. Ed.

   Sketch and select best design, construct and evaluate prototype, calculate cost, produce working drawings.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Company ABC sells CDs. Packaging presently is for 1 through 6 CDs. Redesign packaging for a 7th CD because Company ABC is running a promotion "Buy 6, Get 1 Free." Produce working drawing (CAD), build prototype, graphic design (point of purchase), calculate cost of increase of shipping and materials.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Jeff Loose, Tom Hilts, and Lloyd Tindall

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a produce, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Chemistry, Physical Science, Family & Consumer Education.

   Observing, analyzing, brainstorming, researching, evaluating the best application or methods of removing stains from carpets.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Many homeowners have problems removing gum and fruit juice stains from carpets. They try commercial rug shampoo, which often fails. Research methods of removing stubborn substances from carpets. Describe the chemical and physical principles involved in each method. Also, test each method. Develop a written report on your test results.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Bob Huberty, New Berlin Eisenhower High School
   John Corbin, Kettle Moraine High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Language arts, composition, computer skills, organization and decision-making. Communications (English) and Business Education.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Yesterday, you developed a generic resume. Today, you will look through the employment ads that are available here and find one that is in line with your career plans. Using the ad you are to revise your resume to meet the requirements of the job. At this time, it will be necessary to include your career goal.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Two to three days.

7. **Prepared by:**

   Edwina Campbell and Joan Lemke

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a produce, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Music, Business Education and Family & Consumer Education.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You have recently purchased a restaurant that went bankrupt. After analyzing the factors that contributed to their business failure, you've identified lack of a unifying theme designed to attract customers as one reason for the failure. Your task is to select a theme for your restaurant that would attract enough customers to keep the business afloat. State the theme and then describe the food you would select for your menu, the color scheme, the furniture, the lighting and the music you would choose. Present your concept to the class. Classmates will give a written or oral critique. From these critiques, revise your concept.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Four to five hours.

7. **Prepared by:**

   Nancy Becker and Kim Barbeau

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Ed. for Employment.

   Analyze, brainstorm and draft a new letter of application to meet needs of a new job. Produce a final letter using word processing equipment.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You recently sent a letter of application for a position that went unanswered. Today, look through the newspaper and select a new ad that you are also qualified for. Analyze your current letter, revise, improve, and adapt that letter to meet the demands of the new job. Produce your final copy using word processing equipment.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
___ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   One to two class periods.

7. **Prepared by:**

   Applied academic team

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Communication skills, Writing process: letter-writing style, research skills. Collect and analyze data through surveys and legal research, community awareness, gender equity.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You have read a classmate's letter to the school newspaper objecting to the hat ban in your school. Write a response to this letter stating your position on this issue and substantiating/supporting this opinion with data.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
___ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Five class periods.

7. **Prepared by:**

   Communications

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Family & Consumer Education. Business Education..

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You have just inherited an apartment building. Present tenants have very general, verbal leases. You need to study the lease agreements and make a list of your expectations for the tenants and their behavior. Investigate legality of each lease provision and how it affects tenants and landowner.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Doris Murphy and Marcia Ranke

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Tech. Ed.

   Measurement and tolerance; time study; safety; machine knowledge; graphic communications; production methods; quality control/statistics; materials/processes; mass production concepts.

3. **TASK:** **(Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Your task as a production engineer is to redesign a jig, fixture, or holding device to improve the quality and productivity of a specific process on an assembly line. You are not limited to the use of the present production machine. Evaluate the use of other production methods. Keep in mind that your objective is the improvement of both quality of the part and improved productivity.

4. **Evaluation:** **(Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics:** **(Check all that apply)**

_____a. authenticity	_____d. transfer	_____g. duration
_____b. integration	_____e. tools and tech.	_____h. time
_____c. collaboration	_____f. multiple Intell.	_____i. sense of culture

6. **Estimated time required for task:**

   Two class periods.

7. **Prepared by:**

Austin Winsor, North Crawford High School
Jim Discher, Darlington High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Algebra - coordinate geometry, statistics.
   Biology - population ecology.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You and your colleague are staff members of the Wildlife Research Center. You are to collect population data for the bald eagle before the ban on DDT took effect. Plot the data, find the best fit line, write an equation and predict the population of bald eagles 10 years beyond the ban, assuming no restrictions on DDT usage. Revise your graph using data on the bald eagle population since the ban. Again, plot the new data on the same graph, find the best fit line, write an equation and make a prediction on the bald eagle population in 10 years.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Get into groups and check your graphs and equations using a graphics calculator. Publish your findings in a summary report to your research agency, make sure you compare populations.

5. **Desirable Task Characteristics: (Check all that apply)**

_____a. authenticity	_____d. transfer	_____g. duration
_____b. integration	_____e. tools and tech.	_____h. time
_____c. collaboration	_____f. multiple Intell.	_____i. sense of culture

6. **Estimated time required for task:**

   One week.

7. **Prepared by:**
   Susan DeRoche, Manitowoc-Lincoln High School
   Chris Stewart, Ripon High School
   Doris Nemacheck, Brown Deer High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Family & Consumer Education, Art, English, Communications.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   1. To create a 60 second commercial promoting the positive or negative selling points of one of their parents' career.
   2. To decide which clothing styles, colors, etc. will create the psychological climate to promote your selling point.
   3. To design and create the set that will capture the attention of the viewer, inform them what the entails or products the career creates.
   4. To write a script for persuasive speaking pointing out the positive and negative points of the career.
   5. To use video technology to film the commercial using dubbing, close-up and presentation skills.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   One week.

7. **Prepared by:**

   Marcia Nickols and Sharon Ennis

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Technology Education: Graphics Arts
   Math

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You need to print 1,200 business cards for a local company. The available paper stock is 25 1/2 x 30 1/2. The final card size will be 2 x 3 1/2. Your pressman will print this 4 up (4 x 7). Using the vertical and diagonal method of paper cutting, what is the least amount of full sheets that will be needed to produce the 1,200 finished cards.

   After running this job with the available card stock, you find your press must use short grain stock. Does this affect how many sheets you will need for this project.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   One class period.

7. **Prepared by:**

   Jim Bonini and Ron Moreno

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Foreign Language - Giving directions, map symbols, cultural facts, subway system, prepositions of place.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Students are given maps of any Hispanic city/subway system. Their leader has given you a list of places she would like you to visit during your free time. (Supply list - stores, monuments, parks, etc.) She also outlines the route she usually takes to get from Point A to Point B. (Teacher's routes should be unusually long and obviously not well thought out.) As student studies map in pairs or groups, he notices that there is a shorter route. He should work with his partner and search for the most direct route to the attraction. He will then report back (in the target language) what he considers to be the best way to get to the attraction.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   One to two class periods, depending on class size.

7. **Prepared by:**

   Bridget Bergwall

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Physics: Recognizing the importance of Bernoulli's Principles as it applies to life.
   Math: Measuring weight, frontal drag - lift. Calculate optimal values of lift to weight and percent of change.
   Technology: Use of shaping tools and operation of wind tunnel - analysis of computer printout.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You and a partner will be given a block of styrofoam (1.8cm x 5.0cm x 7.5cm). It will be weighed and placed in a wind tunnel to show the "base value" of lift and frontal drag. You must revise the block into a more aerodynamic shape (less frontal drag and more lift). It will then be tested in the wind tunnel and displayed to the entire class with a computer print-out of the results. You will then be given the choice of (1) making no further improvements, (2) modifying your shape to improve it, or (3) shape a new block from "scratch." Each shape will be given a final test in the wind tunnel. All shapes will be displayed with test results. A written report (limited to one page) and a short oral report to the class will be given explaining your design and thinking behind your modifications. You are to calculate the percent improvement of life and reduction of frontal drag for each model from the base value.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

_____a. authenticity	_____d. transfer	_____g. duration
_____b. integration	_____e. tools and tech.	_____h. time
_____c. collaboration	_____f. multiple Intell.	_____i. sense of culture

6. **Estimated time required for task:**

   Three days.

7. **Prepared by:**

   Jay Zimmerman and Anna Peterson, Brookfield Central High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Business Education.

   Computer literacy, word processing, keyboarding, career decision-making & marketing skills, English - written communication skills and mechanics of writing.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   You are unemployed. You must first look through the want ads and find a job you are interested in and believe you would be qualified for. Now, using your initial resume that you have already completed, modify (customize) it in order to make yourself more marketable in the area you have chosen with your ad.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

5. **Desirable Task Characteristics:** (Check all that apply)

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
____ c. collaboration	✓ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

   Two Days

7. **Prepared by:**

   Vocational Education

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Technology Education.

   Recognize importance of design in relationship to function. Math - basic measurement (linear, volume). Science - center of gravity. Environmental impact - safety.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   The cafeteria has just purchased long-stem glasses that frequently tip over. Divide into groups of two: discuss and analyze the design of the glass. Develop a plan to redesign the glasses to prevent tipping. Write an analysis of both the original and the "improved" design emphasizing the differences in design for the same function.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

_____a. authenticity	_____d. transfer	_____g. duration
_____b. integration	_____e. tools and tech.	_____h. time
_____c. collaboration	_____f. multiple Intell.	_____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Survey and compilation of socio-economic differences in audience. (Data base. Language Arts)

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You've got an adult audience whom you inform about the harmful effects of smoking. You must now revise this speech to address the different socio-economic needs of a high school teen-age audience.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	g. duration
b. integration	✓ e. tools and tech.	✓ h. time
c. collaboration	f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One week.

7. **Prepared by:**

   Language Arts

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Communication, Evaluation, Reading.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Demonstrate your understanding of Tom Sawyer's keen insight of human nature in Chapter 2 by using this same ability in dish washing. For one week, try motivating someone else to do the dishes or another chore that you're responsible for.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Write a response, evaluating your performance and suggesting ways to improve..

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	✓ d. transfer	____g. duration
✓ b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Science, Food Service.

   Need knowledge of which materials can currently be recycled, cost factors for materials used, efficiency needs in food service.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Because of increased concern over lack of space in landfills it would be desirable to develop alternate ways of serving lunch, eliminating much of the waste materials. In your groups of four, examine the typical ala carte lunch and its packaging. List several alternate ways of serving the food. Then, take one of these alternatives and examine its pros and cons.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   One class period (possibly more if expanded on)

7. **Prepared by:**

   Lionel Kimmel and Jill Brandl, Menomonee Falls High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Math: Scale drawing, modeling, estimation and measurement, coordinate system.
   Social Studies: Investigate historic development and impact of population shifts and growth, political ramifications of growth.
   Science: Environmental impact of growth.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You have been given a map of our community that is 20 years old. We are going to update this map to include:
   present locations and streets.
   possible areas for future development.

   You need to research and report on the impact of population growth from the last 20 years and in the future. Included in your report you should address:
   the environmental impact.
   the business and industrial impact.
   the educational and social impact.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

_____a. authenticity	_____d. transfer	_____g. duration
_____b. integration	_____e. tools and tech.	_____h. time
_____c. collaboration	_____f. multiple Intell.	_____i. sense of culture

6. **Estimated time required for task:**

   Two weeks.

7. **Prepared by:**

   Melissa Mason and Lauren Jensen

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Elements of a story (characterization, setting, plot, theme/moral).
   Composition skills
   Oral communication
   Basic mechanics of writing

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are a modern-day storyteller. You need to choose a traditional folk or fairy tale and revise it to reflect our existing world. Concentrate on the changing attitudes toward social issues such as sexism, technology, and violence.

   Rewrite the story.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Language Arts-written proposal.

   Communicate ideas to a variety of audience; Interpret information; Think creatively; Reason logically; Organize and sequence ideas.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are the new student council president, and you have run on the platform of "change." Your first task is to revise the dress code. With the council, gather relevant information to support your position. Then, present the new code to student body, administration, parents, and school board for their adoption.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

_____a. authenticity	_____d. transfer	_____g. duration
_____b. integration	_____e. tools and tech.	_____h. time
_____c. collaboration	_____f. multiple Intell.	_____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Science

   Analyze; Brainstorm; Sketch; Calculate costs; Develop attitudes; Predict.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Given the new knowledge being obtained by the Human Geome Project, how should this information be properly used?

   Research genetic knowledge and update (science, library science). Display genetic gene molecule and loci (Art). Write a report on the societal impact of new information (Social Studies). Tie in costs of testing pregnant women (Math). Moral and values of messing with the human geome?

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Was learning going on?

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	✓ g. duration
✓ b. integration	____e. tools and tech.	____h. time
✓ c. collaboration	✓ f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Two weeks.

7. **Prepared by:**

   Jack Drinkwine, Wabeno High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Family & Consumer Education.

   Consumer Math: Computing skills; analyze; compare.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   (As if teacher is speaking directly to the student)

   You are purchasing an $18,000 vehicle.

   Options: take a $1,000 rebate or 2.9% interest.
   or, get loan from bank at 7%

   Length of loan=4 years.

   Revise: change loan period to 3 years.

   Students are to make decisions as to which option is best.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	___ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   One class period.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   View of political, cultural and economic systems.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are the Vice President in charge of operations at a large trucking company in Northeast Wisconsin. With the passage of NAFTA, investigate the potential advantages and disadvantages your company will now face because of this legislation. (political, cultural, and economic)

   Once you have completed this task, develop a presentation in teams of 3 or 4 that you would present to the Board of Directors of this company so that they determine their strategy for implementing NAFTA.

   As a class, in teams, implement strategies for NAFTA in this company: Foreign language, math/transportation costs, cultural, anthropology, sociology, environmental regulations, costs involved, graphic arts

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Holistic
   Presentation format

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	___ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Four to five class periods, 5-10 if you include paragraph 3 in #3 above.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Language Arts: Read and understand; revise language and sentence structure; proofread and edit.
   Social Studies: Recognize examples of gender and cultural equity and diversity.
   Business Education: Typing.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   The student/faculty handbook needs to be revised. New state laws state that government documents must contain unbiased language. Our school board has asked our class to read, review, and revise the handbook, to comply with the new standards. Based on your investigation of teacher-provided resources, proofread and mark the section of the handbook provided to your group. After analyzing your section, report to the class the changes you made. After discussion, final changes will be made and a typewritten draft will be submitted to the student handbook committee.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

_____a. authenticity	_____d. transfer	_____g. duration
_____b. integration	_____e. tools and tech.	_____h. time
_____c. collaboration	_____f. multiple Intell.	_____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Writing teachers/English teachers: WITC, WWTC, MSTC

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   English-research skills, rhetorical skills, audience analysis.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   School board proposed to drop football as a savings in the budget. Student task is the following oral presentation:

   1. Choose a pro/con position.
   2. Outline your argument.
   3. Research support material.
      a. Primary
      b. Secondary
   4. Adjust speech to multiple audiences for maximum persuasion (student council, PTA, community service clubs, school board)

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Two weeks.

7. **Prepared by:**

Betty Brieman, Dodgeland High School
Bob Brenner, Princeton High School
Bob Brien, MATC-Madison

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Living Skills, Reading, Math, Survival, Technology, Special education

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   The student will be able to determine the best deal for time of use in making a long distance phone call. For example, Sam calls his girlfriend in Michigan between 8:00 am and 4:00 pm at 25 cents a minute. He could call her between 4:00 pm and 11:00 pm for 20 cents a minute. He could call her between 11:00 pm and 8:00 am for 10 cents a minute. He has only $20 per month to spend.

   1. When can he call her most economically?
   2. How much time can he have to speak to her for each time period?
   3. What might be a problem with getting the best deal? (works night shift)
   4. Are there other ways to save money or talk to his girlfriend?

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Participation.

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	✓ d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	✓ f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   20-40 minutes.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Art and design; Computer literacy; Geography (global awareness); Language Arts: Writing, reference skills; Math skills.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Design and develop a travel brochure for a specific place.* The brochure needs to include graphics, target audience, tip costs, accommodations, narrative description and other pertinent information.

   You will also produce a sixty-second video commercial with music highlighting brochure points of interest.

   * Modify in literature classes to correlate with specific settings or journey.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Bob Chesney and Carla Mathews-Graham

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

   Work effectively in groups to accomplish a goal.

2. **Primary Enablers required (Include "home" of the task):** Communication, Business Education, FBLA.

   Survey, set goals, brainstorm ideas, teamwork and roles, propose/recommendations, format business documents, analysis, partnership with community, business, compile.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   A local business has hired your group as consultants to recommend changes in their employment screening procedures. Form a team of three to four people associated with your career cluster to:

   1. Survey local businesses to collect documents and information of current procedures. (Use request letters, interviews, and written survey to collect data.)
   2. Identify the needs and wants for hiring personnel in your career cluster.
   3. Brainstorm ideas/procedures for employment screening.
   4. Test and evaluate the procedure.
   5. Present written and oral proposal to a business.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Completion of sample forms.
   Satisfaction of company.
   Self-evaluation of team members.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	___ e. tools and tech.	✓ h. time
✓ c. collaboration	___ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Susan Sharkey, Ripon High School
   Nancy Pum, Greenfield High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.
   Recognize, define, and solve a problem.
   Develop and test a hypothesis.

2. **Primary Enablers required (Include "home" of the task):**

   Science: Energy, friction, momentum, velocity, mass.
   Math: angles, geometry, graphing, modeling.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You will design a milk carton car that will travel the length of a lab table (2 meters long) and stop prior to falling off the table's edge.

   The car will be made from a 1/2 pint milk carton with 4 straws for the axles and casings, wheels made from the plastic pushup disk of popsicles.

   The car will initiate its momentum by adjusting the angle of an inclined plane on the lab table.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Three class periods (45 minutes each).

7. **Prepared by:**

   Dana Lindh, Alfred Gomez and Mike Nelson

Task Development Record

1. **Learner Outcome addressed by task** (Limit to one or two):

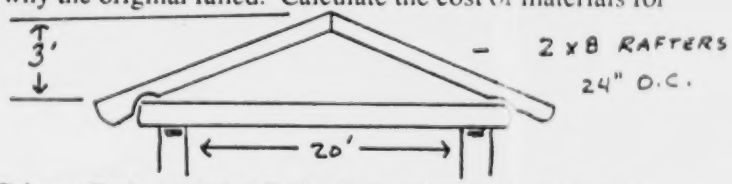
   Revise a product, performance, system, or idea in response to relevant information.
   Develop and test a hypothesis.

2. **Primary Enablers required** (Include "home" of the task): Technology Education.

   Analyze sketch, select best design, construct prototype, calculate cost, compare designs, predict results.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   You are in the building construction company of Punjib & Sons. A customer has had a garage roof fail as a result of a heavy snow load. The garage is 20' x 24' and still has the walls standing and the insurance company has given an estimate of $3,000 for the cost of new materials. Your job is to design and build a new roof system that will stand up to winters in your area. You may use traditional wood materials and your building will take place using a scale model of balsa wood with a 1"=1' scale. Write an explanation of why your design will be stronger than the original as well as why the original failed. Calculate the cost of materials for your new roof.



4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

5. **Desirable Task Characteristics:** (Check all that apply)

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
___ c. collaboration	___ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   One to two weeks, depending on depth.

7. **Prepared by:**

   Mark Wallesverd, Jim Lawinger and Rich Hess

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Identify, develop, evaluate, and apply criteria to ideas, products, or performances of one's self or others.
   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Language Arts.

   Critical thinking; Interviewing skills.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Revise a local news story that would seem to have facts that are contradictory to those of the actual story. This could include a local sporting event or news story that you have direct knowledge of or know someone else who was witness to this event.

   Your task is to interview persons who witnessed the event first hand that may have been overlooked by the local reporter. Based on the facts gathered from your interviews, create a revision of the story based on your findings.

   This revision should be presented to the class. At that time you should ask you classmates for any improvements or changes that should be made to make the story more accurate or understandable.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Two to three class periods.

7. **Prepared by:**

   Mark Kocyan

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Work effectively in groups to accomplish a goal.

2. **Primary Enablers required (Include "home" of the task):** Science

   Writing Skills
   Analytical Thinking
   Team Work

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   The class will be divided into equal groups. Each group will grow bacteria under different conditions. The bacteria will be analyzed according to preestablished criteria. Each group will interpret the results and report it to the class.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Each student will be evaluated on the results of their group report and on an individual basis according to participation within the group.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	___ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   Three days.

7. **Prepared by:**

   Laona High School

INTEGRATED AND APPLIED CURRICULA

AUTHENTIC TASKS

DEVELOPED BY

INTERDISCIPLINARY TEAMS

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Identify, develop, evaluate, and apply criteria to ideas, products, or performances of one's self or others. Make informed decisions by examining alternatives and anticipating consequences of actions. Create a quality product, process, or performance that will meet a need. Recognize, define, and solve a problem.

2. **Primary Enablers required (Include "home" of the task):**

   Math: calculate square footage; loan interest; price comparisons; scale drawings.
   Communication Skills: interview; research; oral; written report; presentation.
   Technical Skills.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You need to think about opening your own repair facility. You need to investigate costs of facility and necessary equipment for operation by considering common charges for services rendered and would the business be profitable through operation.

   Based on your investigation through interviews and written resources, develop a written feasibility report and prepare an oral presentation of your plan.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Primary Traits: math enabler; written report using a generic rubric.
   Analytical Scale/Profile: oral presentation and/or written report.

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Six weeks (or 18 hours).

7. **Prepared by:**

   Dan, Phil, Lois, Shirley and Paul, Southwest Wisconsin Technical College

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Identify, develop, evaluate, and apply criteria to ideas, products, or performances of one's self or others.
   Make informed decisions by examining alternatives and anticipating consequences of actions.

2. **Primary Enablers required (Include "home" of the task):** Vocational Education and Communications.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are an owner/operator of a small automotive repair shop. You have just hired two new employees. After thirty days of employment you need to determine which employee (or both) is contributing and making a profit for your business. To do this, you need to develop a job performance evaluation form which must include a criteria list and the criteria must have a description for employees to review. Criteria shoul at least include employee output and business expectations.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Holistic: should we retain employee?
   Primary Trait: criteria list to evaluate performance.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	____ d. transfer	____ g. duration
____ b. integration	____ e. tools and tech.	____ h. time
____ c. collaboration	____ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Frank Palm, Brian Schultz, Marc Miller, Anna peterson and Jay Zimmerman, Elmbrook High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Identify, develop, evaluate, and apply criteria to ideas, products, or performances of one's self or others.

2. **Primary Enablers required (Include "home" of the task):** Family & Consumer Education.

   Develop a survey to test market the personal household produce that can be made in a chemistry lab. That is safe to make and use. Utilize the survey to evaluate the produce.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Develop criteria to evaluate the product (as per enablers).

   Develop a survey instrument to evaluate a product developed in a chemistry lab.

   Test survey/criteria to determine if the survey gathers data and revise instrument if necessary.

   Distribute the survey to gather data about the product developed in the chemistry lab.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Analytical scale: participation; functionality of product; and, criteria to evaluate product.

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
✓ b. integration	____e. tools and tech.	____h. time
✓ c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Three to four days.

7. **Prepared by:**

   Neenah Team/FVTC Consortium

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Math: prediction and estimation, averages, formulas.
   Business Education: computer applications, spread sheets.
   Language Arts: brief written evaluation of the project.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. ! or more space use a blank sheet.)**

   Given previous concession dat concerning product, price, and profit, develop a spread sheet that shows items d average profit based on total concessions to date. Calculate profit increase ! price per item were raised five cents and ten cents. Do a brief written evalu ion which should include your profit observations based on spread sheet statistic Show how this project can be used to predict outcomes of change.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Analytical Scale: math formulas, spread sheet development and writing content and mechanics.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	✓ f. multiple Intell.	i. sense of culture

6. **Estimated time required for ta :**

   Two class periods.

7. **Prepared by:**

   Wabeno High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   a). Divide class into groups of three.
   b). Assign roles as an auto body shop owner/technician, a customer, and an insurance company/adjuster.
   c). Visit (owner/technician) an actual body shop and investigate an actual wreck and submit a detailed written bid on the standard estimate form to the customer.
   d). Customer submits bid to insurance company/adjuster.
   e). Insurance company/adjuster writes letter to customer indicating non acceptance of bid (investigation to follow).
   f). Insurance company/adjuster duplicates step (c).
   g). Insurance company/adjuster submits adjusted written bid to shop owner and customer.
   h). Customer contacts in writing insurance company/adjuster rejecting adjusted bid or agreeing to adjusted bid.
   i). If rejected, all three team members meet and defend individual positions to resolve problem.
   j). Reach consensus between all three parties involved.
   k). If accepted, a letter written by customer indicating acceptance.
   l). If rejected, go back to (i).

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Southwest Wisconsin Technical College (Curricular Change Agents)

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Electronics.

   Interpret mathematical formulas; verbalize mathematical and technical relationships; identify variables; describe order and method of calculations; use graphing methods; define technical terms; and, use expository writing strategies.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are a design technician at EXXON in corporate research. You have run an experiment and have written a technical report to document your research. You will be presenting your report to the corporate board at large, most of whom are not technically literate.

   Take your lab report and rewrite it so that the general population can understand it. Explain technical terms in a non-technical manner. Describe the mathematical calculations so that a non-technical audience can understand them. Present all data and information in a visual manner. Prepare a business presentation on a word processor and use graphics software.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Analytical Scale: how well student defines terms; organization; professional appearance; completeness of all processes and an explanation of each process; and, objectivity. Have equal weight for each criteria.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	____ h. time
____ c. collaboration	____ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

   One hour in math and in English; out of class time for the students to write report.

7. **Prepared by:**

   Jennifer Madej, Kathy Dixon and Pat Sutterfield, MATC-Milwaukee team

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):** Math.

   Unit cost; proportions; percent; weights (for applied/low level); surface area (algebra, geometry); volume (geometry/pre calc).
   Communications.
   Art.
   Consumer issues, foods.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You have just opened a pizzeria. You would like to market your pizza as having "20% more" than the competitors. Create your slogan to match your pizza. Include a summary of your rationale for creating your pizza. Include what "20% more" means. Also, create an advertisement for your pizza. This could be an ad, a video, etc.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

___ a. authenticity	___ d. transfer	___ g. duration
✓ b. integration	___ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Annette Homen, Sue Maenner, Peter Raphael and Julie Milazzo

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Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Revise a product, performance, system, or idea in response to relevant information.

2. **Primary Enablers required (Include "home" of the task):**

   Science: understand transmission of disease.
   Business : laws.
   Math: economic cost of not abiding by legislation.
   Language Arts: write the report; present suggested changes.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   As the director of a day care center, you are asked to review the existing policy and procedures manual and determine if it is in compliance with current precautions regarding blood borne pathogens..

   Rewrite any policies regarding hiring of personnel, accepting clients, (screening employees and clients), and procedures for first aid, food preparation and/or diaper changing if necessary.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	____ d. transfer	____ g. duration
✓ b. integration	____ e. tools and tech.	____ h. time
____ c. collaboration	____ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

   Four to six weeks.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Make informed decisions by examining alternatives and anticipating consequences of actions.

2. **Primary Enablers required (Include "home" of the task):**

   Math: Formula, budget, spreadsheet
   Business: Database, spreadsheet
   Communications: Cooperative groups, application, presentation
   Art: Poster? (Visual Aid)
   F/CE: Computer integrated

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Given a life scenario and partner, the students will research the purchase of a vehicle, such as: car, sailboat, snowmobile, motorcycle, etc. This process will include the following:
   - Collaborating (decision-making)
   - Keeping a database
   - Researching loans
   - Discussing budgetary constraints, safety considerations, future budgetary implications, such as operating costs, repair, insurance, etc.
   - Selecting loans
   - Filling out loan application
   - Developing an amortization table using a spreadsheet

   Finally, students will explain their choice, using (creating) a poster and oral presentation.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Profile

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One class period a week for nine weeks. Most work will be done outside of class.

7. **Prepared by:**

   Waupun School District

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Make informed decisions by examining alternatives and anticipating consequences of actions.

2. **Primary Enablers required (Include "home" of the task):**

   Gather evidence; identify options; weigh pros and cons; choose a course of action.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Your friend tells you a co-worker is making negative comments about your performance at work. Your job is already in danger because the company is considering lay-offs. You're concerned those comments will damage your reputation.

   Determine and investigate the validity of those comments and identify at least four possible options. From these four options, list pros and cons for each and finally choose a course of action based upon your findings.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Analytical Scale 1-5 (5 Being Highest)
   Weighing pros and cons (5)
   Identifying options (3)
   Gathering evidence/choosing a course of action (2 Each)

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	___ e. tools and tech.	___ h. time
___ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   One to two class periods

7. **Prepared by:**

   Janeen Buirsdorf, Will Elmhorst Marshfield High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Make informed decisions by examining alternatives and anticipating consequences of actions.

2. **Primary Enablers required (Include "home" of the task):** Language Arts.

   Math: read graphs and charts; analyze; ratios; vectors.
   Language Arts: persuasive speech techniques.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are a pilot, who given certain weather conditions and distance and clearance restrictions, needs to decide whether it is safe to take-off. Your passenger needs to be at an important meeting on time and is willing to pay extra if you will take him/her. Using the given charts, graphs, and conditions, analyze the situation and decide whether you will/will not fly. Charts and graphs available from avionics personnel. Present your decision orally using persuasive technique. If you were the passenger and the pilot decided not to fly, what would your options be?

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Analytical Scale: persuasive speech criteria.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
c. collaboration	f. multiple Intell.	i. sense of culture

6. **Estimated time required for task:**

   Two class periods.

7. **Prepared by:**

   Ann and Hazel, Blackhawk Technical College

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Make informed decisions by examining alternatives and anticipating consequences of actions.

2. **Primary Enablers required (Include "home" of the task):**

   Math & Science: calculating costs; gather; analysis; and organize data.
   Language Arts: brainstorming; library research; writing; and, self evaluation.
   Social Studies: recognizing people's basic needs.
   All: critical thinking skills and problem solving.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are the sole source of income, married, and have three children, one of which is entering high school. You are currently working 40 hours per week and are paid $9.00 per hour. You can opt to take health insurance or not. Your portion of the insurance would be $100 per month. You also have a savings account of $1,000. You must design a budget that will cover all necessities for you and your family for a month. Expenses should reflect prices in the city of Milwaukee today. Be wise with your money. Unforeseen expenses might occur.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   An analytical scale to evaluate the student's budget.
   After the budget is completed, students will prepare a written self-evaluation that will be holistically assessed.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	____ d. transfer	✓ g. duration
✓ b. integration	____ e. tools and tech.	✓ h. time
____ c. collaboration	____ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

   On-going project for one semester.

7. **Prepared by:**

   Diane O'Krongly, Erv Scheibengraber and Pat Fleming, Custer High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Make informed decisions by examining alternatives and anticipating consequences of actions.

2. **Primary Enablers required (Include "home" of the task):** Technology Education.

   Spatial visualization; read specifications; use price lists; stay within a budget; use measurements; scale reading/drawing.
   Math: calculation, formulas.
   Business: spread sheet data.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are a homeowner who wants to upgrade your kitchen. Your budget cannot allow a total cost of more than $5,000. Your task is to redesign the kitchen.

   First, determine placement of appliances and determine work triangle. Then, determine specifications and options of cabinets. Based on your investigations, determine the deciding criteria for cabinet possibilities. Explore various companies to compare/contrast the cupboards that best fit your budget and criteria.

   Using basic blueprint forms, finalize the layout, drawing a scale floor plan and specifications of cabinets ordered.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Analytical Scale: feasibility of solution; accuracy of calculations; and, neatness of final blue print.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	___ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   Four to five days.

7. **Prepared by:**

   Laconia High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Make informed decisions by examining alternatives and anticipating consequences of actions.

2. **Primary Enablers required (Include "home" of the task):** Language Arts.

   Math: cost implications.
   Writing: press releases and statements.
   Cultural awareness.
   Government Class: legal issues.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are a member of your local school board. Recently, there has been evidence of gang-related activity in your community and increasing fear of violence in the schools and community. The School Board is under a great deal of pressure to pass a dress code, at a minimum, and/or develop a policy to prevent violence and gangs in the schools.

   You are chairing a subcommittee that will research the problem and make a recommendation to the Board. Prepare a report examining various alternative policies. Your report should include your reasons for choosing or rejecting their alternatives.

   Your committee should also prepare for and hold a press conference introducing your findings and recommendations to the community.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	____ d. transfer	____ g. duration
____ b. integration	____ e. tools and tech.	____ h. time
____ c. collaboration	____ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task** (Limit to one or two):

   Make informed decisions by examining alternatives and anticipating consequences of actions.

2. **Primary Enablers required** (Include "home" of the task): Chemistry & Parenting.

   Recognize evidence of chemical reaction having occurred; Observation skills; Problem-solving; Basic knowledge of chemistry; Safety awareness; Lab techniques.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   You are a parent. One of your responsibilities as a parent is to protect your children from harm. One way to do this is to keep harmful chemicals out of reach of your children. Part of this also involves storing and using common household products safely. Given the following common household products/chemicals, determine which combination of two chemicals are potentially harmful.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

   Analytical Scale: you must have done at least 30 combinations.
   Accurate observations: gas formation; color; odor; color change, etc.
   Summary Table.

5. **Desirable Task Characteristics:** (Check all that apply)

✓ a. authenticity	___ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	___ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   One period.

7. **Prepared by:**

   Mary Oehler, Nancy Becker and Kim Barbeau, Prairie du Chien High School

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Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Make informed decisions by examining alternatives and anticipating consequences of actions.

2. **Primary Enablers required (Include "home" of the task):**

   Understanding of basic math.
   Career awareness.
   Understanding of relevance of course selection.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Develop a budget dependent upon the income of a randomly obtained occupation.

   Draw out of a hat your income for the year. Now, determine the car you want to drive, where you are going to live, etc. Investigate rent costs, car loans, food costs, entertainment, etc. Do you make enough money to live a lifestyle that is comfortable?

   Cross-curriculum: different occupations/education needed.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Two to three days.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task** (Limit to one or two):

   Make informed decisions by examining alternatives and anticipating consequences of action.

2. **Primary Enablers required** (Include "home" of the task):

   Science: genetic engineering.
   Math: permutations, combinations.
   English: comprehension, research skills.
   Social Studies: ethics, politics.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   You are a consumer. You need to purchase a gallon of milk. The supermarket has two kinds of milk available. One kind was obtained from a cow injected with BGH. The other was produced without BGH. Both are from small company and cost the same. Which one would you choose and why? Defend your answer with a written essay.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

5. **Desirable Task Characteristics:** (Check all that apply)

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Make informed decisions by examining alternatives and anticipating consequences of actions.
   Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate, and focus that information.

2. **Primary Enablers required (Include "home" of the task):**

   Employability class, job skills class, communications class.

   Research; math; drawing conclusions; listening; report writing; speaking.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are a graduating student who has been offered two different positions. One job pays $6.50 per hour and includes a health care package. The second position, which does not include health care, pays $8.50 per hour.

   Tasks and working conditions being equal, which offer is most beneficial for your needs. Prepare and present an oral report of your decision and the reason for it.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Profile (analytical scale).

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	___ e. tools and tech.	✓ h. time
___ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   Five hours

7. **Prepared by:**

   Bruce Perreault, Tom Cheesebro and Sally Neeb

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Make informed decisions by examining alternatives and anticipating consequences of actions. Achieve desired results by interpreting and executing instructions, plans, models, and diagrams. Recognize and devise systems and describe their interdependence.

2. **Primary Enablers required (Include "home" of the task):**

   Geography: aesthetic awareness.
   Grammar: oral communications

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are planning a plane trip to Orlando, Florida or a foreign country. You must call three airlines for prices. Design your itinerary with one partner. Examine rates, flight times, etc. Include mention of hotels, food and general history of your selected city. Jointly, write a one-page paper on historical facts about your city.

   You, as a class, will develop a manual on a 25' x 3' roll of paper which details your city.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	___ e. tools and tech.	✓ h. time
✓ c. collaboration	___ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One week.

7. **Prepared by:**

   Paul Pignet and Ron Stechcon, Pulaski High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Achieve desired results by interpreting and executing instructions, plans, models, and diagrams.

2. **Primary Enablers required (Include "home" of the task):** Technology Education.

   Technology: Use computer hardware and software.
   Language Arts: Technical reading, interpersonal communications.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You have been given data on one of the following topics: Student lunch participation, students who drive vs. riding the bus, student extra-curricular involvement. Using this data create a graph or pie chart with the provided computer graphics program and print a copy.

   You will be evaluated on your ability to follow directions, which may come from one or more of the following sources:

   a. Reading the computer manual
   b. Asking a friend
   c. Participating with a group to understand the procedure. Each student much turn in a pie chart or graph.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Primary Trait: Student produced a printed pie chart or graph that clearly and accurately presents the given data.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	____ g. duration
✓ b. integration	✓ e. tools and tech.	____ h. time
✓ c. collaboration	____ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Joanne Casey, Pamela Hillesheim-Setz: CESA #5
   Jim Giebel: New Lisbon High School
   Peggy Saylor: Necedah High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Achieve desired results by interpreting and executing instructions, plans, models, and diagrams.
   Transfer learning from one context to another.

2. **Primary Enablers required (Include "home" of the task):** Math, Graphics, English and Art.

   Reading/interpreting directions; metric conversions; proportions; problem-solving; critical thinking; and design concepts.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You have been selected to represent an European restaurant chain. Your job is to contact a graphics company with an idea for a logo that can be used in the following three places: a window, a letterhead, and placemats,
   a). have an example of logo (your idea, graphic student's design),
   b). show conversions of metrics to standard measures or vice versa for all measurements (from Graphics),
   c). design a cost analysis for production of the three items,
   d). investigate alternative measurement tools and list pros and cons of each in developing graphics, and
   e). write your procedure for the entire process as a summary to present to class.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Primary Trait: write; calculate; follow directions.
   Holistic: did student complete task.
   Rating Profile:

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Two weeks.

7. **Prepared by:**

   Mitzi Horning, Nancy Mayo, Terry Biel, Kerry Johnson and Tom Hilts, Waukesha

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Recognize and devise systems and describe their interdependence.
   Recognize, define, and solve a problem.
   Work effectively in groups to accomplish a goal.

2. **Primary Enablers required (Include "home" of the task):**

   Communications: writing skills (develop survey, presentation of results), oral skills (persuasive use of data).
   Math: gather, organize, interpret data.
   Computer Skills: spreadsheet graphics.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   The school board is actively pursuing the closing of our campus. You will be divided into groups of five to develop a survey tool to be used to secure, analyze, and interpret data. From this data you will prepare a persuasive presentation, both written and oral, ultimately for the school board in support of your point of view. The written presentation can be in the form of pamphlets, reports, editorials, graphs, etc.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Participation (as determined by peers) - analytical scale.
   Group work (organize, interpret data, develop results) - holistic.
   Oral presentation - profile.

5. **Desirable Task Characteristics (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	___ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   Two to three weeks.

7. **Prepared by:**

   Betty Brieman, Joan Lemke, John Schecher and Mark Wallesverd, Dodgeland High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Recognize, define, and solve a problem.
   Work effectively in groups to accomplish a goal.
   Defend a position by integrating information from multiple sources.

2. **Primary Enablers required (Include "home" of the task):**

   Math: charts, statistics.
   Social Studies: laws.
   Language Arts: writing/communications skills.
   Vocational Education: problem solving, predicting, keyboarding/using computers, cooperative learning, persuasion.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Form a group of five students. Study the current daily school schedule and identify the pros and cons of this system. Create a new daily schedule that is educationally stimulating and better meets the needs of students. Look up state and local laws regarding the school day and adjust your schedule accordingly. Anticipate any problems your daily schedule would create and brainstorm viable solutions to these problems. Write a proposal addressing why the school should adopt your schedule. Prepare a formal report to present to the school board. Include relevant charts, graphs, data, etc.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Oral presentation: knowledge, speaking skills.
   Holistic: Tasks above, as a whole.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	___ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Five to seven class periods plus out of class time.

7. **Prepared by:**

   Edgerton High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Create a quality product, process, or performance that will meet a need

2. **Primary Enablers required (Include "home" of the task):** Technology Education.

   Technology Education: communications/design; brainstorming.
   Art: modeling.
   Math: volume.
   Physics: volume by displacement/mass.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are given the following job by your boss:

   Design a part that will fit through as well as completely fill each of the shapes in the wooden template (as seen below). This part is used for the new space station that has been put in earth's orbit years ago. Weight is a problem that must be observed since thousands must be sent to the station at a single time. These parts are used to maintain the gravitational pull as it is on earth.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Proper fit:
   1=perfect 2=fits well 3=quite loose

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   Two to three hours.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Create a quality product, process, or performance that will meet a need.

2. **Primary Enablers required (Include "home" of the task):**

   Social Studies: gather appropriate information on positive qualities of the American Colonies.
   English: write a script using persuasive techniques.
   Technology Education: produce the final product using various multi-media technologies.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Imagine that you are a member of the "Committee to Settle America" (C.S.A.). Produce a video presentation which promote the colonies and help persuade others to settle there. Decide what areas of colonial America that you want to promote. Divide your self into groups of equal number based upon the areas. Through research, identify source material to be used in the video. (CD ROM, relevant books, appropriate music, etc.) Using persuasive techniques, write a script that keeps in mind the purpose of the assignment and the appropriate audience. Produce and present your video.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Analytical Scale that evaluates: production quality (Tech. Ed.), script quality/persuasive techniques (English) and research accuracy, including sources and quality (History).

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	___ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Three to five days.

7. **Prepared by:**

   Wausau East High School

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Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Create a quality product, process, or performance that will meet a need.

2. **Primary Enablers required (Include "home" of the task):**

   Technical analysis; measurement and calculations; written and technical communications.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are going to install a volleyball court. You must calculate the necessary materials, cost of materials, service provided (how it affects size and materials) which meets the following specifications:

   1. 2 volleyball courts
   2. fencing
   3. type of materials
   4. lighting
   5. spectator
   6. landscaping

   Present two alternatives for building diagrams and appropriate budget.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	___ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   One week.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Identify compelling personal interests and goals and pursue them.

2. **Primary Enablers required (Include "home" of the task):**

   Careers: researching; interviewing; note taking skills; writing skills; computer skills; self-evaluation.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are to investigate a career that interests you. Your research should include job requirements, possibilities for advancement, salary, how your interests and abilities tie in, job market, education, related occupations, geographic location, etc. Working with your instructor, you are to choose and schedule a job shadowing experience of at least four hours. You are then to generate a report. This report can be done in written form, oral form, use a video presentation, include photography.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Profile - Report.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	___ d. transfer	___ g. duration
✓ b. integration	___ e. tools and tech.	✓ h. time
___ c. collaboration	___ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   Three to four days.

7. **Prepared by:**

   Betty Brieman, Joan Lemke, John Schecher and Mark Wallesverd, Dodgeland High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Create a quality product, process, or performance that will meet a need.

2. **Primary Enablers required (Include "home" of the task):**

   Life Science: nutrition.
   Business: budget.
   Aesthetics.
   Technology.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   Generate the school lunch menu for one month. Stay within the budget, consider state standards on nutrition, satisfy the student body.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

5. **Desirable Task Characteristics** (Check all that apply)

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	___ e. tools and tech.	___ h. time
✓ c. collaboration	___ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Tom McCormick, Bob Lange, Jean Abreu, Kay Grace, Marge Fietz, Lynn Schneider, Ken Stahl and Pat Kelley

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Create a quality product, process, or performance that will meet a need.

   Work effectively in groups to accomplish a goal.

2. **Primary Enablers required (Include "home" of the task):**

   Music: composition and lyric writing.
   English: poetry, theme.
   Technology and Physics: volume, sound equipment, speaker system.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are the principal of the school. You are responsible for orienting students, staff, and community to new facilities.

   1. You are to write a new school song for the new school.
   2. You are also to explore possibility of providing music during passing times, lunch, etc. Is it possible? What kinds of music should be played? Survey students and faculty.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Holistic

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	___ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Caroline Wieman, Mike Kolff, Mike Reisenauer and Anne Greuel

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Create a quality product, process, or performance that will meet a need.

2. **Primary Enablers required (Include "home" of the task):** Social Studies (psych.)

   Math: Statistics/computers
   Art: Graphics
   Science: Inks, environment, and recycling.
   Technology Education: Production.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Design an advertising campaign to increase attendance at the "Home" Sporting events. Complete a statistical analysis of the results of the campaign.

   Final Product: Summary report on results of this campaign and statistical analysis.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	___ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Transfer learning from one context to another.

2. **Primary Enablers required (Include "home" of the task):**

   Compare and contrast; computing; analyze; communication; and, negotiating.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Determine the pros and cons of various leasing methods and purchase plans for an automobile.

   Day 1: Presentation of leasing vs. purchasing.
   (guest speaker - dealership, finance manager, sales manager)

   Day 2: Loan % calculation
   % ----decimals
   decimals----%

   calculator use
   dec., +, -, x, ÷

   Day 3: Presented with variety of leasing and purchase scenarios/plans determine the pros and cons of each plan; show ability to read and understand contract; analyze.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Primary Trait: Math: operation with % (make clear trait is being tested).
   Consumer Ed: decision making, comparison of information (make clear the skills to be tested).

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	___ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Three days.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task** (Limit to one or two):

   Transfer learning from one context to another.

2. **Primary Enablers required** (Include "home" of the task):

   Communications skills: read, write, speak, and listen.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   The student will choose a specific area within their occupational field to research in detail. Use library resources to identify an issue of interest. Develop a survey instrument about this issue and use the survey with three people in the field. Report your findings, both orally and in writing.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

   Primary traits: form of the technical paper; checklist for oral presentation.
   Holistic: accuracy of oral presentation.

5. **Desirable Task Characteristics:** (Check all that apply)

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	____ h. time
____ c. collaboration	✓ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

   Three to four weeks.

7. **Prepared by:**

   MATC Tech Prep Academy Team

Task Development Record

1. **Learner Outcome addressed by task** (Limit to one or two):

   Work effectively in groups to accomplish a goal.

2. **Primary Enablers required** (Include "home" of the task): Technical Chemistry - 11th grade.

   Calculate and differentiate among units of composition; prepare solutions/mixtures of varying concentration.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   You, a chemical technician, have been asked by your company to produce a safe, effective, competitively priced petro chemical for use in the home. Other employees (in English, Family & Consumer Education, Social Studies classes) will be responsible for choosing the exact product (i.e. window cleaner or windshield washer fluid). They will also be responsible for packaging, labeling, consumer surveying and testing and legal research. You will need to produce in a variety of formulations. Each formulation will be tested to see if it meets the design criteria. Reformulations may necessary to eliminate objections posed by consumer testing and legal input.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

   Primary Trait: evaluated by other students (Family & Consumer Ed. classes)

5. **Desirable Task Characteristics:** (Check all that apply)

____a. authenticity	____d. transfer	____g. duration
✓ b. integration	✓ e. tools and tech.	____h. time
✓ c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Two to three days.

7. **Prepared by:**

   Larry Lemmert, Neenah High School

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Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Work effectively in groups to accomplish a goal.

2. **Primary Enablers required (Include "home" of the task):** Art.

   Cost of an item; making/giving change; communication skills; problem solving/ manipulative skills; profit/loss and graphing; unit cost; variable/fixed costs; and, math computation.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Your goal is to raise money for a charitable cause (to be determined by students) through a popcorn sale. SWS will be responsible for purchasing supplies needed and determining costs. CD-M/S will be responsible for popcorn production and sales. Together, you will be involved in advertising your sale.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Primary Traits: making change, manipulative skills, social interaction skills/ cooperative skills, graphing skills, math computation, problem solving/ cooperative skills.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Three days.

7. **Prepared by:**

   Annette Homan, Arlen Dombrock and Joyce Mislinski

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Defend a position by integrating information from multiple sources.

2. **Primary Enablers required (Include "home" of the task):**

   Social Studies: Citizenship
   Business: Profit Plan
   FACE: Family/Society Relation
   Health/Science: Depends on Issue
   Community Involvement: Expert Advice
   Language Arts: Research, drama, Communication
   Technology: Computer Assisted Drawing

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Select a major issue that has been in the news headlines for the past week. (i.e. Bobbit trial, Michael Jackson case, Harding case.) Research the issue, to collect relevant data that could be used to justify and defend your position on that issue.

   After data has been gathered, students will be placed in roles to bring the issue to the class in the form of a mock trial.

   After the trial, individually, develop a plan to profit from the outcome of the trial. (i.e. Movie rights, marketing of a new improved product, screen plays, or legislation development.)

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	___ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Four to six weeks

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Defend a position by integrating information from multiple sources.

2. **Primary Enablers required (Include "home" of the task):** Biology/Speech.

   Research methods; understanding of technology; persuasive speech techniques; and, appropriate vocabulary.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Pick a controversial issue, research the issue, contact three experts, prepare a persuasive argument are presenting your position that also develops a scientific understanding in your audience. Be prepared to defend your position against three questions from alternative view points.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   10% on participation.
   40% on research and bibliography.
   40% on presentation.
   10% on defending alternate stance questions.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	✓ g. duration
✓ b. integration	____ e. tools and tech.	____ h. time
____ c. collaboration	____ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Two weeks.

7. **Prepared by:**

   John Corbin, Pat Scheile and Doris Murphy, Kettle Moraine High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Defend a position by integrating information from multiple sources.

2. **Primary Enablers required (Include "home" of the task):**

   Communicates scientific information and data orally, in writing, mathematically and/or pictorially. Recognize social, political and scientific factors influencing scientific process.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Write a letter to your local congressman that outlines a specific environmental problem studied in class. The letter will include:
   1) explain causes,
   2) explain environmental effects,
   3) explain solutions and why,
   4) follow a business letter format.

   Write a rough draft to include the above. Use a computer for word processing the final draft and generate a hard copy that will be mailed.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Primary Trait: weigh each criteria equally.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
___ b. integration	✓ e. tools and tech.	___ h. time
___ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One to two periods.

7. **Prepared by:**

   LTC and SHS

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Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Develop and test a hypothesis.

2. **Primary Enablers required (Include "home" of the task):** Health

   Scientific method, research, communication skills, interpret data.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Develop and test a hypothesis in regards to:
   - alcohol (1st group of students)
   - drugs (2nd group of students)
   - tobacco (3rd group of students)

   Simulation: (teacher only will view this)
   Choose an effective way to communicate your data or results to one of the following: school, peers, community, school board, teachers, law enforcement.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	___ d. transfer	___ g. duration
✓ b. integration	___ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	___ i. sense of culture

6. **Estimated time required for task:**

   One week.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task** (Limit to one or two):

   Develop and test a hypothesis.

2. **Primary Enablers required** (Include "home" of the task): Family & Consumer Education.

   Survey, research, statistical analysis, report writing.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   Imagine that all the merchants in a ten mile radius decided not to sell tobacco products for one month. What would happen? Write a report or give oral class presentation.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

5. **Desirable Task Characteristics:** (Check all that apply)

✓ a. authenticity	✓ d. transfer	____ g. duration
✓ b. integration	____ e. tools and tech.	____ h. time
____ c. collaboration	____ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

   One week.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate, and focus that information.

2. **Primary Enablers required (Include "home" of the task):** Science.

   Graphing (math); sketching (art); reading, writing analytical (reading/writing).

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. or more space use a blank sheet.)**

   You have completed an experiment in biology and must now prepare a laboratory report. The laboratory report must include the following items in this order: Title, at least two objectives, complete list of materials and equipment used, a detailed account of the entire procducts including a labeled drawing of the set-up of apparatus, the hypothesis stated in the form of a prediction (IF-Then-), an account of the data in the form of tables and/or graphs, and the conclusions that can be reached (i.e., a statement of what happened and your reasoning that explain the results). The written report will be supplemented by a 5 minute oral presentation to the class.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**
   Analytical scale: (1-3)
   (3) 1. Material presented in correct sequence and by appropriate means.
   (3) 2. Objectives and hypothesis stated in the correct way.
   (5) 3. Data presented and analyzed clearly and concisely.
   (4) 4. Procedure presented completely and clearly.
   (2) 5. Oral presentation organized and effectively communicates the sense of the experiment.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	____ g. duration
✓ b. integration	✓ e. tools and tech.	____ h. time
____ c. collaboration	✓ f. multiple Intell.	____ i. sense of culture

6. **Estimated time required for task:**

   Two days.

7. **Prepared by:**

   Eleva-Strum Central High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate and focus information.

2. **Primary Enablers required (Include "home" of the task):**

   Reading skills, listening skills, awareness and use of technology (on-line information systems, etc.) and speaking skills. Thinking and analytical skills.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Preset: Teacher needs to share a major news topic with the class.

   Task: At this week's staff meeting, you have been selected to write the editorial concerning this topic. Your task will be to gather relevant information on the topic. After the data has been gathered, you will inform the editorial staff on your data. During the staff meeting you will analyze and interpret your data to determine if more research needs to be done or if you are ready to write your editorial.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**
   Analytical Scale:
   1. Did students demonstrate the ability to locate specific information?
   2. Did the student present focused information to group?
   3. Did the student analyze and evaluate collected data to determine if more needed to be collected, or if sufficient data was collected to begin editorial?

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	___ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One to three class sessions.

7. **Prepared by:**

   Ladysmith High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Recognize and communicate one's strategies for accomplishing objectives.
   Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate, and focus that information.

2. **Primary Enablers required (Include "home" of the task):** Business & English.

   Employability skills; organization of information; ask questions; interview; extract information; demonstrate usage; and, problem solving techniques.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Your supervisor has received many complaints about telephone etiquette involving your co-workers. You have been asked to prepare a seminar (one-hour) to train the employees on how to handle difficult telephone callers.

   1. Define problem: Research/interview parents and/or persons at your place of employment to gather several problems encountered in telephone conversations.
   2. Within small groups, analyze problems of similar nature. Brainstorm options for handling situations.
   3. Set criteria for options.
   4. Evaluate criteria.
   5. Demonstrate solution through role playing situations.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Holistic grade based on participation in small groups and in handling situation in role playing.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
✓ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Three days.

7. **Prepared by:**

   Rose Ellinger and Faye Mohr, Howards Grove High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Recognize and devise systems and describe their interdependence.
   Recognize the influence of diverse cultural perspectives on human thought and behavior.

2. **Primary Enablers required (Include "home" of the task):** Spanish & Business.

   Letter writing technique in both English and Spanish; translation skills; formatting skills.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You have received a letter written in Spanish. You do not know Spanish. You must get help from a Spanish-speaking individual. How you go about doing this:
   1. Give the letter to your Spanish partner.
   2. Spanish partner translates the letter into a tape recorder.
   3. Note taking student transcribes the letter using note taking.
   4. Note taking student revises the letter using correct grammar, letter writing skills, etc.
   5. Note taking student gives a reply to the letter.
   6. Spanish student translates reply in Spanish.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Holistic Evaluation: Spanish Students=oral dictation, translation, letter writing.
   Note taking Students=notes on letter transcription, final letter produced.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	____ d. transfer	____ g. duration
✓ b. integration	____ e. tools and tech.	____ h. time
✓ c. collaboration	____ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   Three class periods.

7. **Prepared by:**

   Kay Splittgerber and Bridget Bergnall, Florence High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required (Include "home" of the task):**

   Technology Education: design; mechanical.
   Math: velocity and speed; volume and area; vectors.
   Science: human physiology; chemical reactions; vectors.
   Language Arts: communications and stories.
   Family & Consumer Education: family relations; food; clothing.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You and your family are about to board a spacecraft to live on a space station for a year or more, to be determined.

   Determine the time of departure and arrival and speed.

   Plan the family structure, living conditions, food and clothing needed.

   Write letters and other types of communications home: E Mail, fax, video, other voice recognition computer programs.

   Comparison of physiological effects, gravity, metabolic processes, horticulture, recycling, technology of waste, oxygen regeneration.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	____ d. transfer	____ g. duration
✓ b. integration	____ e. tools and tech.	____ h. time
✓ c. collaboration	____ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required (Include "home" of the task):** Language Arts, History and Business Education.

   Public speaking; reading skills; word processing skills; research skills; writing, editing and revising skills; critical thinking skills.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You will choose a time period. Example time periods include: Al Capone's Chicago; The Sun King's France; Anastasia's Russia; The Beatle's England; King Tut's World; and, Frederick Douglas's America. You are to research it, exploring social conditions, class systems, medicine, industry, clothing, cuisine, fads, entertainment, family life, careers, significant historical figures/events, etc. You will present your findings to your class in an oral presentation with visual aids, as well as writing a research paper on the word processor. You are to also read a novel that is set in this time period.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Primary Trait=research paper.
   Analytical Scale=oral presentation.

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	___ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	___ h. time
___ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One period a week set aside for in-class research and work for one quarter.

7. **Prepared by:**

   Jane Porubcan, Sara Norton and Patty Wallesverd, Horicon High School

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required (Include "home" of the task):** Social Studies.

   Social Studies: social implications and history.
   Language Arts: writing and research.
   Math: statistics and graphs.
   Science: medical treatments and information.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Based upon your research, compose and produce a report on a specific disease. You will be discussing the area of treatment, both medically and socially, of victims of this disease during the turn of the century and the present. Include in your report, statistical data on such things as medical treatment, death rates, reported cases, and social implications of this disease.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
___ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One month.

7. **Prepared by:**

   Language Arts, Math, Science and Business Education

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required (Include "home" of the task):** Social Studies.

   Analyze country; compare and contrast; research skills and cultural diversity.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   You are an exchange student traveling to a country of your choice. In a letter written home, explain how your life is different. Include at least five of the following issues in your letter:

*religion	*language
*currency	*transportation
*climate	*communication
*education	*sanitary conditions
*family	*recreation

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

✓ a. authenticity	✓ d. transfer	___ g. duration
✓ b. integration	___ e. tools and tech.	___ h. time
___ c. collaboration	___ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One week.

7. **Prepared by:**

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Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required (Include "home" of the task):** Technology Education.

   Math: predicting, graphs.
   Science: environmental.
   English: research, communications.
   Technology: the auto.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Group Activity:
   Study the education of the automobile. Begin by researching the average price of cars during the period 1920-1940. Make a graph of your findings and formulate an equation. Based on your data, predict the average price of a car today. Compare the actual price today to your prediction. Why is it different? Each group will investigate two different aspects: the influence of society, technological advances, and environmental concerns. Each group will give an oral presentation of their findings, with visual aids.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
✓ b. integration	____e. tools and tech.	____h. time
✓ c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

   Arlen Dombrock, Peter Raphael, Sue Duerkop, Frank Fernandes and Julie Milazzo

Task Development Record

1. **Learner Outcome addressed by task** (Limit to one or two):

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required** (Include "home" of the task): History.

   History: social implications/conditions.
   Science: different types of engines (Prime movers).
   Technology: video production, computers (word processing, graphics, CAD).
   Language/Communications: team work, presentation development.
   Math: computation of costs.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   You are living in the time 1890-1910 and you and the members of your group are looking at the decision to stick with the horse and buggy or purchase a new-fangled car. Investigate the benefits and hazards of each form of transportation and present your decision. Consider the following: cost, time, convenience, resources, safety and consequences to society. Your presentation must include the use of at least three different media.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

5. **Desirable Task Characteristics:** (Check all that apply)

✓ a. authenticity	___ d. transfer	✓ g. duration
✓ b. integration	✓ e. tools and tech.	✓ h. time
✓ c. collaboration	✓ f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One week (not including scheduling issues for various equipment).

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required (Include "home" of the task):** Social Studies/ Economics.

   Develop conceptualized world view of political, cultural and economic systems.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Plan a "fashion show" in Russia.

   Your plan should include:
   present fashion trends in Russia,
   current economic condition,
   availability of goods and services, and
   marketing strategies.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   Holistic: how well did the "fashion plan" reflect current economic and political realities.

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	____d. transfer	____g. duration
____b. integration	____e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task** (Limit to one or two):

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required** (Include "home" of the task): English

   Creative composition.
   Social Science: research
   Guidance: family structure/schools.
   Technology Education: technology.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   Based on current trends, predict what atypical English classroom will be like in the year 2020?
   observe current trends in Education and technology,
   analyze these trends,
   make your predictions in a written composition.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

5. **Desirable Task Characteristics:** (Check all that apply)

____a. authenticity	✓ d. transfer	____g. duration
✓ b. integration	____e. tools and tech.	✓ h. time
____c. collaboration	____f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Five Days.

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required (Include "home" of the task):**

   Oral communication; written communication; economics; chemistry; biology.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   A presidential task force is loo' in : for a recommendation for the land allocation involving several hundred acr o: rain forest land. Three groups of different opinions will be involved: Re dents of area, Business, and Environmentalists. Task: Present an argument for ie support of your position, making a recommendation on how this l d should be allocated.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

5. **Desirable Task Characteristics** (Check all that apply)

____a. authenticity	____ d. transfer	____g. duration
____b. integration	____ e. tools and tech.	____h. time
____c. collaboration	____ f. multiple Intell.	____i. sense of culture

6. **Estimated time required for ta :**

7. **Prepared by:**

Task Development Record

1. **Learner Outcome addressed by task** (Limit to one or two):

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required** (Include "home" of the task): Social Science.

   Graphing.
   Research population trends and types of solid waste.
   Predicting and comparing.

3. **TASK:** (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)

   You are a team member of four solid waste engineers for New York City. You have been asked to make recommendations for the possible population solid waste disposal needs in the year 2010. You will be presenting your data to the city council and should include, but not limit yourself to, population trends, waste disposal techniques, new technologies, and cost effectiveness.

4. **Evaluation:** (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)

5. **Desirable Task Characteristics:** (Check all that apply)

____a. authenticity	____d. transfer	____g. duration
✓ b. integration	✓ e. tools and tech.	____h. time
✓ c. collaboration	✓ f. multiple Intell.	____i. sense of culture

6. **Estimated time required for task:**

   Two weeks.

7. **Prepared by:**

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Task Development Record

1. **Learner Outcome addressed by task (Limit to one or two):**

   Conceive of places, times, and conditions different from one's own.

2. **Primary Enablers required (Include "home" of the task):**

   Interview, ord, analyze, project.

3. **TASK: (Address to student! Should require high levels of knowledge, a variety of thinking processes and communication skills. For more space use a blank sheet.)**

   Interview parents and/or grandparents about what their typical day was like when they were 14 years old. The technologies they had available to them. Look at the technologies available to them today and project what might be available to students in the year 2008. Design an end product that presents a story as if you were the parent describing to your technology classes and the need for raising skills.

4. **Evaluation: (Holistic, Primary Trait, Analytical Scale? What criteria? To what level?)**

   20% Interview
   10% Predictions
   30% Technologies Available Today
   40% Project (End Product)

5. **Desirable Task Characteristics: (Check all that apply)**

____a. authenticity	✓ d. transfer	____g. duration
____b. integration	✓ e. tools and tech.	____h. time
____c. collaboration	____f. multiple Intell.	✓ i. sense of culture

6. **Estimated time required for task:**

   One to two weeks

7. **Prepared by:**